DOCUMENT RESUME

ED 140 923 JC 770 368

AUTHOR Cooper, John D.
TITLE Professional Development Plan, Lansing Community College, 1976-1977.
INSTITUTION Lansing Community Coll., Mich.
PUB DATE 1 Sep 76
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Education; Community Colleges; *Inservice Programs; Institutional Research; *Junior Colleges; *Needs Assessment; Objectives; *Program Design; Program Development; Questionnaires; *Staff Improvement

ABSTRACT

In order to develop a comprehensive professional development plan, college employees were asked in 1976 to complete a needs assessment questionnaire, which served as the basis for discussion among divisional officers and a development coordinator. Development goals and objectives were compiled, followed by identification of potential programs. These were then written by the coordinator for the institutional level, and by officers for each division. This document is the emergent plan for professional development and details the processes of needs assessment, rationale for professional development, identification of potential programs, and explicit proposals for their implementation and evaluation. Institutional activities are described for faculty, staff, and administration. Program designs are included for Learning Resources, Arts and Sciences, Applied Arts and Science, Business, and Student Personnel Services. The two-year process was part of an Advanced Institutional Development Grant. Needs assessment questionnaires are appended. (RT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140923

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROFESSIONAL DEVELOPMENT PLAN

LANSING COMMUNITY COLLEGE

1976 - 1977

John D. Cooper

Professional Development Director

JC770 3688

September 1, 1976

ABSTRACT

Professional Development has been recognized as an important aspect of Lansing Community College's efforts to maintain a capability to respond to community needs since its inception. The College, like most institutions of higher education, has fostered programs which permit faculty to keep abreast of current developments in their field through sabbatical leaves, in-service activities, library support services, travel, etc.

The College has expanded its efforts to meet employee needs with the establishment of a Professional Development Office and Laboratory. The program was formally instituted as a component of the Advanced Institutional Development Grant awarded to the college in 1975. The program has been evolving since that time with continuing attempts to conceptualize the role of professional development while providing services which give further evidence of presence on the campus.

The program got under way with needs assessments conducted and a subsequent Statement of Plans for the 1976 - 77 school year. The Plan was written with the intent of identifying institutional goals and objectives for the program along with an articulation of potential areas of Professional Development programs/projects. The statement also attempted to relate to the needs of all employees throughout the College. The following is a description of the process used to develop the Plan, and brief overview of expected changes in the process for the 1977 - 78 school year, and the plan.

THE PROCESS

In the spring of 1976 employees of the college were asked to complete a needs assessment (Appendix I) questionnaire. These assessments were distributed and completed by officers from each division with some variation to accommodate the special needs and interests in their unit. The number of responses varied depending upon the general awareness and understanding of Professional Development. The returns ranged from 30 to 90+ percent in the divisions.

The needs assessment served as the basis for discussion among the various divisional officers and a part-time coordinator. These discussions took place in two contexts. First, the officers served as a Committee to begin articulating college plans for Professional Development. In Committee meetings they were able to share common concerns and approaches to implementing a Professional Development program.

The second opportunity was provided through one-on-one conversations with the Coordinator and each Professional Development officer. These conversations were initiated by the Coordinator to get their responses to a set of standard questions(Appendix II). These interviews served to identify common perceptions and potential activities for Professional Development. Each session was followed up by a memorandum outlining the content of the discussions while permitting the officer the opportunity to make additions, corrections, or deletions. A copy was also sent to the divisional Dean to whom each Professional Development officer reported.

After these interviews were completed the memoranda were compiled and synthesized in a first draft of the Rationale and Goals and Objectives for Professional Development at Lansing Community College. This draft was circulated to the officers prior to a second meeting to review the statements in committee. The Committee was generally pleased to see the product and viewed it as the first comprehensive statement of what Professional Development was all about. They made some suggestions for changes which were noted and so made in a second draft. One member, at the Committee's urging, even offered a revision of the Program Rationale.

The next step was to identify potential programs which might be carried out during the course of the year. The Coordinator wrote up a series of programs which might be conducted at the institutional level. He also prepared an overview of areas of involvement for the Coordinating office. These statements served to identify institutional program potential and begin to define the role and functions of the coordinating office. Simultaneously, the divisional officers, with input from personnel of their departments, chairpersons, and Deans put together an outline of the unique activities which could be implemented in their division during the year.

Finally, all these materials were pulled together in a final draft Professional Development Plan for 1976 - 1977. This final draft was then circulated with a ranking survey to each officer to provide an indication of their perceptions of priorities for programs to be conducted at the institutional level. They were also asked to provied any final suggestions for changes in the draft. The results of the survey (Appendix III) and the plan, which follows, were then submitted to the President's Council for review.

A SECOND YEAR

Professional Development Programs at Lansing Community College have now begun to take hold throughout the campus. A full-time program director was hired in mid-October 76. Since then a series of high-visibility activities have provided a sense of identity. People are now at a new level of understanding which will facilitate an improved planning process for the second year.

Revisions in the process have been made to improve the needs assessment, involvement of personnel, and communication with personnel, the Divisional Professional Development Officers and the Program Director. First, a common needs assessment questionnaire has been prepared by the Professional Development office with the assistance of the office of Institutional Research. The data will be collected for compilation by computer processing. This will make data available for divisional and college planning. (Appendix IV)

Secondly, each Divisional Professional Development office is encouraged to meet with two or three people from each personnel classification to discuss program plans. These interviews are not for the purpose of information gathering. Rather, they are to be a communication/awareness interview for the purpose of 1) gaining commitment of personnel, 2) recognizing the worth of personnel not often heard from, 3) encouraging the contribution of program ideas, 4) soliciting thinking about the perceptions people have concerning Professional Development, and 5) establishing communications contacts for follow-up to planning and programs.

Third, divisional meetings are being arranged with the Program Director, divisional officers, and personnel of the division. These sessions will be designed to promote discussions similar to those in step two. This activity, however, will begin to build links between the director responsible for institutional programs and people being served. In a college with strong unit-division approach to operations, this step will be significant to the development of an office established to serve and support all institutional efforts.

The completion of these steps will provide a sense of direction and the necessary data for revision of the plan. The plan, written with the joint efforts of the director and divisional officers will serve as a tool for implementation of viable activities to meet personal and organizational needs. As a tool it is viewed as a flexible instrument to give direction and establish the tone for Professional Development throughout the coming year.

TABLE OF CONTENTS

	Page(s)
Program Rationale	1
Institutional Goals & Objectives	2-5
Institutional Programs '76 - '77	6-14
Coordinating Office Programs '76 - '77	15-17
Division of Learning Resources Oswell Person, PDO	18-20
Division of Arts & Sciences Richard Yarger, PDO	21-22
Division of Applied Arts & Sciences Clarence Richards, PDO	23-25
Division of Student Personnel Services Janina Latack, PDO	26-28
Division of Business Mel Warren, PDO	29-31

Professional Development

Program Rationale

Lansing Community College is a growing institution whose mission is to serve the diverse educational needs of the individual and community. Rich and varied talents exist among the personnel of each division, recruited to carry out the college's goals and mission. As a dynamic institution functioning in a time of rapid change and advancement of knowledge, recognition must be given to individual and group efforts directed toward improving the skills and knowledge of personnel. All staff members within the institution must have opportunities to keep abreast of new ideas and technologies in their respective teaching, technical, secretarial, and administrative fields. Furthermore, programs should promote a continued awareness of the unique characteristics of the student/client population.

The Professional Development Program at LCC should foster a climate of support fo. on-going activities which will promote communication, understanding, and cooperation within and between divisions. Common needs and interests must be identified by those who will benefit most directly from such endeavors. The cross-fertilization of talents and ideas will ultimately serve to maintain a viable staff and institution. Efforts must be aimed at expanding the potential and competency of each individual in the belief that everyone is important in delivering instructional and non-instructional services to the students and the community.

Professional development is not new to LCC. Programs such as sabbaticals, conference travel, leaves-of-absence, library/learning resource services, and release time have existed throughout the college's history. These and broader activities must be cultivated to make the best use of in-house and external resources in order to provide maximum job satisfaction while meeting the needs of the student /client population. The programs cannot be created and implemented by any one individual or office. They must be viewed as the endeavor of every individual who shares in the desire to continually maintain a viable institution serviced by a well informed staff.

Consequently, each division has identified a Development Officer who will serve the unique interests of divisional faculty, administrators, technicians, and secretarial/clerical personnel. The Officers have and will continue to make divisional surveys to identify the needs and establish the goals which follow. Simultaneously, they will explore and capitalize on joint projects within the institution. Individual programs will grow, be refined, or be discontinued through evaluation by the participants. The result should be the establishment of a comprehensive professional development program which will be viewed as an essential, on-going component of the organization.

Institutional Goals & Objectives

I. Goal: To improve people's awareness and understanding of professional development, the opportunities for individual growth, and institutional impact and support for program initiatives with the utilization of in-house talents.

Objectives

1. Define and clarify the role of divisional Professional Development Officers and their relationship to the AIDP Professional Development Coordinator with provision for adequate release time to carry out program implementation.
2. Offer a workshop seminar for top level administrators and the divisional PDO's to: a) develop an awareness of the philosophy of professional development, b) to train institutional leaders in effective use of the program for job enrichment, c) to identify behaviors to reinforce the participation of personnel.
3. The Divisional PDO and Professional Development Coordinator will plan and schedule divisional orientation programs to increase the familiarity with activities and program intent.
4. Provide a brochure outlining professional development in terms of programs, personnel responsible, resources, and potential for staff involvement.
5. Prepare a regular professional development newsletter to publicize activities.

II. Goal: To provide opportunities to develop and expand job skills of personnel at all levels to capitalize on opportunities for greater job satisfaction.

Objectives

1. To establish faculty exchange seminar groups and seminars on a regular

and continuing basis within and outside the institution to discuss and identify issues related to traditional and non-traditional classroom activities.

2. Offer faculty teaching devices for part-time and full-time faculty interested in improving their instructional delivery styles. The program would include presentation of teaching learning styles and analysis, curriculum reinforcement resources, media equipment and use in the classroom, etc.
3. Offer programs which look at testing and measurement, instrument validity, grading practices, etc.
4. Administrative internships and secretarial exchanges between departments and where possible, other colleges to familiarize staff with differing practices and opportunities for expanded job responsibilities.
5. Programs designed to acquaint secretarial and administrative staff with operational procedures and policies to which they have departmental responsibility i.e. budget development, purchasing practices, personnel procedures, physical facilities, etc.
6. Provide regular programs with faculty, administrators and secretarial staff on management techniques--personal and organizational.
7. Offer a leadership training program for administrators to acquaint them with leadership styles, group dynamics, and organizational behaviors with specific attention to supervisory techniques, decision-making, and motivation.

III. Goal: To offer opportunities to increase awareness of the community college student and the role of the comprehensive community colleges as they relate to programs, services, personnel and the relationship of the college to the community.

Objectives

1. A comprehensive orientation program for part-time and new staff will be offered at divisional levels with a college media presentation.
2. Student population profiles will be made available and interpreted to staff, individually or in groups, to familiarize them with the student/client characteristics on an up-dated, term basis.
3. Minority and women's programs will be developed at divisional levels to acquaint all levels of staff with unique characteristics of these students as they relate to various facets of the institution.
4. Faculty, administrative, and secretarial dialogues will be instituted by interested staff at divisional and college levels to current issues in the community college.

IV. Goal: To provide opportunities to explore individual staff members' potential and develop interpersonal skills.

Objectives

1. Conduct regular human potential training programs within the college.
2. Offer an assertiveness training program for all levels of personnel at times convenient to them.
3. Offer human relations and communications workshops which will explore interpersonal communications and propose new ways to create good communication networks within and between departments.
4. Group dynamics training sessions offered to identify, clarify and strengthen individual staff members' roles within the organization.

V. Goal: Evaluate on-going staff development activities as they relate to personal objectives and institutional missions with follow-up programs to reinforce the program.

Objectives

1. Survey personnel regularly in oral and written form to identify needs.

2. Evaluate specific programs at the time of implementation and with follow-up to determine impact.
3. Identify research proposals related to professional development activities to support personnel practices in and outside the classroom. The proposals should be submitted to the Coordinator of Institutional Research for study.

Institutional Programs '76 - '77

Programs related to the institutional goals concerned with a variety of instructionally related programs and faculty development are proposed. Programs will be offered during the year to facilitate faculty discussion of teaching concerns and provide greater exposure to instructional delivery techniques/strategies.

Fall Quarter:

-- Orientation Program - Aimed at part-time and new faculty, as well as returning faculty, sessions will be set up to introduce instructional staff to the philosophy of teaching in the community college. The presentation should offer an opportunity for teaching staff to become familiar with concepts of a comprehensive college, developmental programs, community oriented programs, formal and non-formal learning and the relationship of general education, transfer, and vocational programs. The orientation would attempt to specify how these concepts affect the teacher's approach to a diverse student population in and outside the classroom. Possible resource personnel: President Gannon, Dr. Cansfield. Brief discussion to follow regarding future faculty development programs for instructional improvement.

-- Instructional Initiatives in the Community College - The session will introduce faculty to new teaching practices, how they work, and preliminary evaluations. The program might focus on one or several instructional developments including: Personalized Systems of Instruction, Audio-Tutorial Methods, and Educational Psychology.

--Instructional Initiatives at LCC - Many of the concepts and techques presented in the previous program are not new to some faculty at LCC. Faculty have made attempts to develop self-paced learning modules, use instructional objectives, supplement classroom activities with audio-tutorial materials, and a host of other teaching techniques. The program drawing upon external personnel should be followed up with an opportunity to share experiences in application. This would promote the exchange of practices at LCC which might be adapted across the disciplines.

Winter Quarter:

-- You and the Classroom - A practical workshop for interested faculty to assess their classroom styles and ways to improve delivery. This effort would attempt to expand upon the Business Division's "Train-the-Trainer" program.

-- Visitation to Oakland Community College to examine Cognitive Mapping practices, its successes and failures as well as potential for the future. Oakland boasts a high success rate with its testing and measurement efforts which give recognition to unique cognitive styles of learning.

Spring Quarter:

-- Evaluation and the Instructor - A program will be developed to examine concepts of measurement and evaluation, test question principles, and test construction. A recent Change publication, The Testing and Grading of Students, should be given wide distribution to serve as a basis for program dialogue. An external resource psychometrist might be identified or perhaps the Grading and Evaluation Committee might be called upon to share their findings with the faculty.

-- The Use of Media in the Classroom - Some classroom presentations rely too heavily on media while others neglect media as a supplementary resource. The program would provide a familiarity with available media and how to integrate it in the curriculum. Dale Dunham is currently preparing a presentation to look at the effective utilization of media to compliment classroom activities in relation to learning outcomes. The program should get wide distribution among new and part-time faculty who do not have the opportunity to search out such resources since they are often only on campus for short periods of time during the day.

Institutional Programs '76 - '77

A series of programs have been proposed to address the needs of technical and secretarial personnel on an institutional basis. These programs may tentatively be outlined as follows:

Fall Quarter:

Who & What are We at LCC - Presentation to technical, secretarial and clerical personnel by President Gannon to discuss the community college philosophy and role in the community. An organizational overview of LCC would be included in the program. Follow-up or prior activities would be significant at the divisional level with the respective chairpersons.

-- Seminar in Operational Procedures at LCC - A workshop will be developed to permit department heads from the various business services offices to explain and discuss appropriate forms and procedures to secure services within the institution. This would include Accounting/Budgeting, Payroll, Purchasing, Personnel, Physical Plant and Maintenance, etc. Opportunities for feedback and constructive criticism would be part of the program format. A possible outgrowth of the seminars would be a comprehensive institutional procedures manual.

-- MBO and Your Role in the Organization - Conducted during mini-term a 1/2 day workshop should be offered to acquaint technical, secretarial staff with development and implementation of organizational goals. The sessions would include interaction with administrative personnel who will focus on the individual's role in program implementation. This type of program has been identified by needs assessment as highly desirable.

Winter Quarter:

-- Administrative Internships - At the start of the new calendar year coordinated efforts should be made to identify personnel with potential and interest to participate in one or several intern programs. The internship would provide exposure to wider institutional administrative endeavors and opportunities for future transfer and/or return to the original position with expanded job responsibilities.

July 1st:

-- Students at LCC - Workshop with student personnel administrators and students to examine the student characteristics at LCC/community colleges with particular attention given to implications for staff-student interactions. Possible external participation to provide comparative analysis of community college and baccalaureate student needs. The workshop would attempt to look at ways to reduce impersonal responses to student needs. It would also focus on making students aware of the employees perspective.

-- Secretarial Visitation - Coordinated efforts will be undertaken to develop visitations with other community colleges. Opportunities would be provided to share procedural practices at the secretarial/administrative level regarding: student records, accounting, legal and public records and office management in the two-year college.

-- Time Management - Presentations to interested personnel to get maximum benefits from time spent. How to organize, delegate, prioritize, and supervise to meet the demands of coordinating office activities.

The program would help people to identify time wasting practices and increase productivity.

-- Group and the Individual - An external consultant would be brought in to do a session on individual roles and group efforts. The program would promote a better understanding of cooperative relationships and elimination of needless competitive behaviors.

Institutional Programs '76 - '77

Administrative personnel at LCC as at all institutions, must be familiar with functional aspects of the college while being knowledgeable about matters of a broader scope. The following tentative programs set forth activities which attempt to address the administrators' needs with both the broader and more immediate aspects of their role in mind.

-- Leadership and Academic Governance - A program will be designed to acquaint administrative personnel with Management by Objectives. MBO will be examined as a tool for institutional planning with attention given to the articulation of objectives and the individuals relationship to organizational planning. The focus would be on ways to take initiative and give direction to innovative practices while maintaining institutional integrity. This is a high priority program which would be done with the assistance of external resource personnel.

-- Institutional Budgets and State Level Fiscal Management - Personnel from the State Office of Budget and Management and/or the Senate Fiscal Agency would be invited to meet with Deans/Chairpersons to examine policy matters regarding the funding of community colleges. Members of the State Office will be asked to explain funding formulas and provide some insights concerning reporting practices. The program would attempt to provide a better understanding of information requested and the best reporting method in relation to internal accounting practices. Perhaps a presentation by LCC's Budget Office would precede the session with state officials.

Institutional Programs '76 - '77

--Professional Development and the College Administrator - A workshop scheduled for 1/2 to 2 days might be offered for top-level administrators. The sessions should attempt to clarify an operational definition of professional development. Moreover, the workshop would offer a comprehensive look at effective means to implement and support professional development throughout the institution. Attention should be given to supervisory - subordinate relationships where behaviors may serve to reinforce or discourage participation of employees.

--Trends and Issues in Higher Education - Each Dean/Chairperson would be called upon, on a revolving basis, to give an in-depth presentation of current and future trend in the area of his/her expertise. Such a program would recognize that each Dean/Chairperson comes from a discipline with which he/she should be encouraged to remain actively involved. Furthermore, such presentations would provide opportunities to relate to colleagues in a manner not often afforded when handling daily administrative tasks.

--Human Relations and the Dean/Chairperson as Supervisor - A program designed to increase the administrator's awareness and sensitivity to personnel concerns. The chief administrator should be familiar with interpersonnel communication and subordinate responses to communications. Conflict resolution and a practical look at employee motivation would be stressed.

-- Institutional Research at LCC - A review of institutional research efforts at LCC. The session should begin to establish an operational understanding of institutional research and its scope of activity. The program will include a dialogue with the Director of Institutional Research and Deans/Chairpersons to generate critical issues to be studied. Faculty participation might be included in the program.

Professional Development

Coordinating Office Programs '76 - '77

Programs at the institutional and divisional levels suggest the need for some clarification of the role of the Professional Development Coordinating Office. Activities of the Coordinating Office may vary with the needs of personnel and programs throughout the college. However, there are certain supporting efforts which should be acknowledged in keeping with the institutional goals and objectives for the '76 - '77 school year. The following represents a tentative listing of potential services and program activities.

Professional Development Publications

-- The office will put together a Professional Development Brochure in order to increase awareness and understanding. It will describe what professional development is and how it is to serve employees of LCC. The publication should provide a listing of on-going professional development activities (sabbatical, library/learning resources services, conference travel, etc) and outline potential programs. It will introduce divisional Professional Development Officers.

-- A Prospectus will be written to publicize and elaborate upon individual programs as they evolve throughout the year. The prospectus should provide details which familiarize the potential participants with program objectives, and content, resource personnel, and criteria for participation.

-- In addition, the office will prepare a Newsletter periodically to share divisional and college events, program ideas, resources, and evaluations. The newsletter should be a means to maximize exchange across the college.

Professional Development Committee

-- Policy Review & Program Implementation - The Professional Development Officers will meet regularly to advise the Coordinator. Meetings will be scheduled to provide an update in the professional development field, review policies, and define the mechanisms for program implementation where the support of the Coordinating Office is sought. The Professional Development Committee's advice will be requested to identify adequate and appropriate data in support of proposals submitted to the President's Council. The Committee will receive input from the divisions for approval and prioritizing of proposals prior to their submission to the President's Council.

-- Needs Assessment, Evaluation Criteria and Program Revision - The Committee will also develop criteria for program evaluation with the direction of the Coordinator and establish the methodology for evaluation. In addition the Committee will refine the methods of needs assessment and report on the findings of the needs analysis carried out annually. This review of the needs assessments and evaluations will be the basis for a Revised Professional Development Plan (to be submitted to the President's Council) for the '77 - '78 year.

Orientations & Resource Support

-- The Professional Development Coordinator will meet with faculty, administrators, technical and secretarial personnel to acquaint them with Professional Development and clarify his/her role in the institution. Maximum group and individual contact will be sought to offer orientation and program familiarity with professional development and all other AID programs.

-- The Professional Development Coordinator will facilitate smooth implementation of institutional programs by handling of the necessary who, when, where, and what details. In addition he/she will secure resources and engage external resource personnel for approved programs when requested by the divisional PDO's.

-- The Professional Development Laboratory will begin to take form as the center for resources and training activities for LCC personnel. Equipment and literature will be gathered and made available for use by any employee with the intent of fostering creativity and individual initiatives.

Division of Learning Resources '76 - '77

The Learning Resources program is a tentative outline of proposals which may be altered or expanded upon throughout the year as determined by the divisional Professional Development Officer and participants.

Fall Quarter:

-- General Orientation - Introduction to Professional Development at the divisional level to include an outline of activities for the coming year 1976-77. Dean Platte, assisted by Oswell Person, will discuss the goals for professional development at the divisional level. It will be stressed that the needs of divisional personnel will continually serve as the basis for determining future activities. Individual initiatives will be encouraged.

-- Organizational Communication Workshop - Aimed at providing faculty, technical and administrative personnel an opportunity to participate and interact with others regarding the linkage process in the division. Lines of authority and organizational structure will be reviewed to permit familiarity with reporting lines. The workshop would promote better understanding of departmental relations and consider ways to improve internal communications.

-- ERIC Search Procedures Demonstration - Two or three small group sessions will be conducted by Lee Rowe to provide a workshop and demonstration of hands-on ERIC search techniques. The session will cover the concepts of document retrieval, how to define and set up a search, both manual and exhausitive computer search procedures and some aspects

of library networking, all based on a topical library model. The format will be to take a topic such as "task level competency among librarians and library paraprofessionals" to work through as an exhibit for the manual and computer searches, bibliographic print-out and to look at the kinds of resources and formats retrieved including articles, microfiche, and hard copy publications and to go over the methods used to acquire them.

-- Interdepartmental Communication Session - A staff time-out session during mini-term aimed at providing awareness regarding activities in both departments and future plans. Ellen Person and Dale Dunham would be called upon to up-date divisional personnel concerning significant activities and current issues in their fields.

Winter Quarter:

-- Assertiveness Training Workshop - Aimed at providing faculty, technical and administrative personnel client-manager and client-institution experiences with emphasis on reducing intimidation when offering differing viewpoints. Exercises and dialogue would consider effective ways to relate ones own ideas accurately.

--- Self Defeating Behavior Elimination Workshops - As a follow-up to the Assertiveness Training Workshop this would be aimed at providing participants with knowledge of the mechanisms of self defeating behaviors, with emphasis placed upon on-the-job dynamics. Practice would be offered in how to avoid unproductive behaviors when working with colleagues. This and the preceding workshop would be conducted with assistance from other departments.

Division of Learning Resources '76 - '77

Spring Quarter:

--Instructional Objectives and Media - This program would provide faculty with experiences in writing objectives for learning outcomes; with use of media in relation to learning outcomes. Dale Dunham would offer this presentation at the divisional level as a pilot for future use in the college.

--Divisional MBO, Time and Record Management - The need to improve management practices of the individual has been acknowledged in surveys. This program would attempt to look at MBO and other techniques for improving people's understanding and motivation to operate more effectively. There should be some focus on how MBO's impact upon personnel in the division.

--Annually: Travel; National and State - Faculty, technical, and administrative personnel will have opportunities, when feasible, to attend a professional meeting or conference to which he/she holds current membership and/or active office. A follow-up report upon return will be encouraged to share resources, ideas, and conference activities with co-workers.

Division of Arts & Sciences '76 - '77

Listed below are the activities anticipated at this time for the Arts & Sciences Division during the upcoming school year. Althouth all stated needs cannot be met in the initial effort, the Division of Arts & Science will remain open to staff input before developing programs.

Fall Quarter:

--Professional Development Brochure - Either a complete brochure or an addition to an institutional brochure discussing professional development opportunities will be prepared.

--Instructional Exchange - Already underway, this is a vehicle for interested staff to address any topics they wish. Development of initial program topics is presently occuring with a core group of 15 to 20 faculty members. Many specific instructional topics will be covered.

--Clerical Discussion Sessions - A continuing series of meetings with clerical staff to inform them about the program, determine programming needs, and bring them into close contact with individuals of their choosing from across the institution. (already underway)

--Visitation to MIS Facility and Staff - Set up for September 9, this will allow our clerical staff to visit the facility and meet the staff of MIS. This desire was expressed at the first Clerical Discussion Session mentioned above. Repeats of this activity for other personnel groups are anticipated.

-- Part-Time Faculty Orientation-Communication Department - A program under development in this department for some time will involve extensive orientation of new faculty in the department. A workshop and seminars for a pilot program with Communication 121 will look at, a) college mission and goals, b) characteristics of Lansing Community College, c) preparing behavioral objectives, d) identifying and meeting learning needs of non-traditional students.

Winter Quarter:

-- Mini-Term Workshop - Topic to be determined - possibly Mastery Instruction will be correlated with the Instructional Exchange.

-- Credit Course Offered on LCC Campus by a University - There is interest in pursuing the possibilities of a course which would carry university credit. Area and topic is undetermined. Possible suggestions might be Evaluation or Educational Measurement.

Spring Quarter:

-- Instructional Exchange - To be continued with programs determined by participants.

-- Clerical Discussion Sessions - To be continued with activities generated by participating secretarial/clerical staff.

Division of Applied Arts & Sciences

The Division of Applied Arts and Sciences has identified staff needs and determined that the focus of Divisional Development and Renewal in the early evolutionary stages will be on instructional improvement. One can anticipate that offerings will be refined and added to in the future. In addition, programs will be developed with a broader perspective which will focus on procedural and organizational concerns. The following is a brief statement of programs and objectives.

Fall Quarter:

--Seminar I - Instructional Resource & Research Materials - The seminar participant will be able at the conclusion of the seminar to correctly list from memory the five most important instructional resource/research materials, reference tools, or services in his instructional or administrative speciality area. Participants will demonstrate capability in using reference tools/services by preparing a 25-item bibliography of instructional resource materials and a 15-item bibliography of research documents - both pertinent to the participant's instructional or administrative specialty area, by using the pertinent reference or research tools.

Winter Quarter:

--Seminar II - The Construction and Utilization of Behavioral Objectives - The participants will be able, at the conclusion of the seminar, to correctly list, from memory, the component parts of a behavioral objective.

The participants will be able to demonstrate capability in constructing behavioral objectives by preparing a set of 25 behavioral objectives that could be used in teaching one course in the participant's instructional speciality.

Spring Quarter:

-- Seminar III - The Testing and Grading of Student Performance - At the conclusion of the seminar the participant will be able to:

1. Write from memory the most important factors involved in the accurate measurement of learning.
2. Describe in writing, from memory, the options for academic measurement and rank these options in terms of their value for providing critical feed-back to students on individual progress.
3. Complete a project detailing a strategy for evaluation, focusing on one of the courses taught by the participant, that utilizes the principles of evaluation studied in the seminar.

Summer Quarter:

-- Seminar IV - Identification and Utilization of Various Student Learning Styles in Planning Teaching Strategy - At the conclusion of the seminar the particpant will be able to:

1. Describe in writing, from memory, the significant student learning styles generally recognized by educational psychology.
2. Complete a project detailing a teaching strategy for one course, selected from the participant's speciality area, that provides a specific instructional plan for meeting the implied needs of each student learning style studied in the seminar.

Quarterly Programs:

-- AA/S Team Orientation Programs - AA/S TOPs is designed to introduce all new staff to LCC, emphasizing AA/S, history, policies, personnel, procedures, etc. Other staff will have the opportunity for "refresher" services in the program.

-- Development/Renewal (Newsletter) - Development/Renewal is designed to keep AA/S staff up to date on current activities in the AA/S Development and Renewal Program

Proposed Professional Development Programs 1976 - 1977

Based on a division wide needs assessment and informal input from staff members, we present the following tentative outline of professional development programs for the coming year. However, programs will be developed as we collect additional ideas from people for whom a particular program is intended.

Fall Quarter:

--Community and Communication within SPS; Where are we Going; Are we Going There Together? - Two-hour program, scheduled for September 16. Will initiate the divisional professional development program for the year. Group discussion in a workshop format will elicit ideas for professional development programs related to the need for strengthening the sense of community within the Division and the College. Primary participants: Professional staff; Resource person: Dr. Max Raines, Professor, Michigan State University.

--Operational Procedures of the College - Overview and clarification of operational policies, facilities, decision making processes, budgetary processes. Primary participants: Clerical personnel; Resource persons: appropriate LCC staff.

--Orientation - Part-time faculty employed by Student Development Services, the Center for Aging, and Physical Education will attend orientation meetings covering Divisional and College expectations and policies, grading and evaluation, ordering materials and other

pertinent information. Also will provide an opportunity for part-time faculty to meet each other and interact. Primary participants: Part-time faculty.

Winter Quarter:

--ABO in SPS - Planned to coincide with mid-year Administration by Objectives evaluation. Presentation giving comprehensive background on ABO approach and skill-building workshop in writing objectives. Consideration will be given to providing a comparable program for clerical personnel.

--Human Relations Skill Training - Designed to enhance interpersonal skills of clerical staff in interaction with students and staff. Primary participants: Clerical personnel; Resource persons: Micki Turner and Janina Latack.

--Special Populations at LCC: Who Are They? - Designed to assist part-time faculty in understanding the needs of the various consitituencies in the LCC student body (e.g. mature women, minorities, economically disadvantaged, retirees, etc.)

Spring Quarter:

--Who Are Our LCC Students? - To broaden knowledge regarding characteristics and needs of LCC student body.

--Who's There? The LCC Service Area - The needs and the nature of our potential local customers, and possible responses by LCC and SPS.

Student Personnel Services

--What Makes Sammy--or Anybody--Run at LCC? Students and Motivation - What motivates people to learn and to achieve? Emphasis on how the community college instructor can capitilize on our student's desire to learn and assist them in gaining the most from their classroom experiences.

Division of Business

Professional Development '76 - '77

The Division of Business Professional Development activities follow. The activities that are suggested are consistent with institutional, divisional, and department goals and objectives. They may be altered or expanded throughout the year as new inputs occur and conditions change.

Fall, Winter, & Spring Quarter:

--Train the Trainer - Faculty members are exposed to a variety of training techniques and ideas. Then each person makes a presentation dealing with their own course material. These presentations are video taped and critiqued by the entire class.

Fall Quarter:

--Time Management - Participants learn techniques for better utilization of time, plus they learn ways to identify time wasting practices and ways to increase their productivity.

--Interpersonal Communication - This program explores the communication process, modes of communication, and potential barriers to that process. It provides individuals with knowledge of techniques which can be used to insure more effective, constructive communication on an interpersonal level.

Winter Quarter:

--Motivation - This activity deals with some practical guidelines as to what motivates students and how they learn best. Current theories and practical experiential activities will be used to analyze how students might be more effectively motivated.

APPENDIX I

Questions for Discussion With Professional Development Officers

1. How do you define Professional Development?
2. What are the goals of Professional Development for your division?
3. What are the specific objectives for Professional Development for your division?
4. Who is responsible for professional development in the division?
5. What can the coordinating office do to facilitate your divisional programs?
6. What programs do you plan to personally provide in the coming year?

APPENDIX II
Example of Divisional Needs Assessment 1976 - 1977

PROFESSIONAL DEVELOPMENT QUESTIONNAIRE
Division of Student Personnel Services
Lansing Community College

Please Check One _____Full Time _____Part Time

The items in this questionnaire represent possible training needs which might be addressed by a professional development program. Please record the value you place on each item for the groups listed in each of the three columns. Please circle the number of your choice. It is not necessary to identify yourself.

For Myself		ADMINISTRATION For Faculty	For Counselors	For Clerical
very desirable 3, desirable 2, not desirable 1, no opinion 0				
3 2 1 0	1. Increase the understanding of the characteristics and needs of the students attending L.C.C.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	2. Increase the development of "community" across the various departments and roles within the division and across the total college.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	3. Provide a clearing house service regarding conferences, workshops, educational programs, etc. of interest to L.C.C.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	4. Provide a means for individuals who are involved in activities listed in item 3 to share their knowledge and ideas with the division/college.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	5. Increased knowledge of trends and issues in higher education.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	6. Increased knowledge of the needs of the L.C.C. service area.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	7. Increased ability to communicate orally in groups, in writing, and on an interpersonal basis.	3 2 1 0	3 2 1 0	3 2 1 0

For Myself		ADMINISTRATION For Faculty	For Counselors	For Clerical
very desirable desirable not desirable no opinion		very desirable desirable not desirable no opinion	very desirable desirable not desirable no opinion	very desirable desirable not desirable no opinion
3 2 1 0	8. Increased ability to manage your time effectively.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	9. Increased understanding of the things that motivate people to achieve.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	10. Increased understanding of L.C.C.'s operational policies, facilities, decision-making processes, budgetary practices, etc.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	11. Increased understanding of the philosophy, mission, and goals of L.C.C.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	12. Increased understanding of the state political process which results in funding for L.C.C.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	13. Increased understanding of groups with varying concerns and interests (ethnic groups, women, aging, etc.)	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	14. Increased human relations skills for more effective functioning in one's job.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	15. Increased opportunities for communication within the college.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	16. Increased understanding of variables affecting student performance.	3 2 1 0	3 2 1 0	3 2 1 0

For Myself		ADMINISTRATION For Faculty	For Counselors	For Clerical
very desirable desirable not desirable no opinion		very desirable desirable not desirable no opinion	very desirable desirable not desirable no opinion	very desirable desirable not desirable no opinion
3 2 1 0	17. Increased skills in evaluation of student performance (e.g. test construction, competency based criterion...)	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	18. Increased understanding of how human beings learn.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	19. Increased understanding of innovative educational methods.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	20. Increased skills in planning and budgeting.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	21. Increased skills in preparing and working from specific objectives.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	22. Increased amount of feedback concerning how SPS services are perceived by the college -- students, faculty and staff in other divisions.	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	23. Increased opportunity for SPS staff to raise awareness of various segments of the college concerning issues affecting students (e.g. legal rights, special needs of certain populations such as minorities and women, etc.)	3 2 1 0	3 2 1 0	3 2 1 0
3 2 1 0	24. Other _____ _____	3 2 1 0	3 2 1 0	3 2 1 0

Please rank order (for yourself) the top three items listed above by placing the number of the item in the appropriate space below.

Most desirable _____
2nd most desirable _____
3rd most desirable _____

APPENDIX III

Survey of Divisional Professional Development Officers Priorities

Divisional Survey - Program Priorities*

Faculty

		1	2	3	4	5	6	7	8
Orientation Program	a	3	1			1			
Instructional Initiatives	b		2	2	1				
Instructional Initiatives at LCC	c		1	1	1		1	1	
You and the Classroom	d	1				2	1	1	
Visitation(s)	e			1	1	1	1	1	
Evaluation & the Instructor	f	1	1				1	2	
The Use of Media in the Classroom	g			1	2	1	1		

Who & What are We at LCC	a	2		1			2		
Seminar in Operational Procedures	b		3		1				1
MBO & Your Role in the Organization	c	1		2	1			1	
Administrative Internships	d					2		2	1
Students at LCC	e		1			2		2	
Secretarial Visitations	f	1			1		2		1
Time Management	g	1	1	2	1				
Groups & the Individual	h				1	1	1		2

Institutional Budgets & State Fiscal Mgmt.	a		1	1	1	1	1		
Professional Development & the College Adm.	b	3			1				
Trends & Issues in Higher Education	c	1	1		1	2	1		
Human Relations & the Dean/Chairperson	d		2	1	2				
Leadership & Academic Goverance-MBO	e		1	3		1			
Institutional research at LCC	f	1				1	3		

*This represents a prioritizing of programs by divisional Professional Development officers according to their best reading of staff needs and interests in their respective divisions. It is not the result of an extensive divisional or institutional survey.

Other Suggestions:

Faculty

1. Evaluation of student academic performance
2. Student Rights and the law
3. Program to keep faculty informed about significant LCC activities and planning.
4. Communication skills
5. Time Management

Technical/Secretarial

1. Organizing the Office
2. Utilizing student aides

Administrators

1. Student Rights & the law
2. Evaluation of faculty performance
3. Non-traditional methods
4. Time Management

APPENDIX IV

Dear Friends:

Professional Development programs have been the result of planning which occurred in the summer of '76. In order to begin looking at the year ahead, your assistance is desired. Please take a minute to complete the following needs assessment and return it to your divisional Professional Development representative.

Your responses will help to make for good programs. Thanks for taking the time to complete this questionnaire.

John D. Cooper
Professional Development Director

NEEDS ASSESSMENT - PROFESSIONAL DEVELOPMENT

LANSING COMMUNITY COLLEGE

Please indicate:					
	Full-Time ___	Unclassified ___	Arts & Science ___		
	Part-Time ___	Classified/Tech/Para/Prof ___	Applied Arts & Science ___		
		Administration ___	Business ___		
Q1__		Faculty ___	College Services ___		
Q2__		Custodial ___	Learning Resources ___		
Q3__			Student Personnel Serv. ___		

7

Each of the following reflects a possible Professional Development activity for the coming year. Using the scale below please indicate each statement's importance to you in your job at Lansing Community College.

PLACE AN X IN THE BOX WHICH BEST REPRESENTS YOUR RESPONSE TO EACH STATEMENT.

Extremely Important (1)	Fairly Important (2)	Neither Important Nor Unimportant (3)	Somewhat Unimportant (4)	Extremely Unimportant (5)

	1	2	3	4	5
Q4 ___ Working With Conflict Resolution For More Effective Functioning in My Job					
Q5 ___ Exploring Cooperative Relationships Throughout the College					
Q6 ___ Understanding and Using Teaching Methods Other Than the Lecture					
Q7 ___ Keeping Abreast of New Developments in My Area of Responsibility					
Q8 ___ Using Evaluation Skills in the Classroom					
Q9 ___ Increasing Capacity to Give Stimulating Lectures					
Q10 ___ Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)					
Q11 ___ Understanding Organizational Communication Within My Division					
Q12 ___ Supervising and Developing Personnel					
Q13 ___ Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)					
Q14 ___ Learning How to Recognize and Handle Stress					
Q15 ___ Knowing How to Make Effective Use of the LCC Counselors					
Q16 ___ Understanding Data Processing (An Overview of Uses and Potential)					
Q17 ___ Diagnosing the Individual learning Styles of Students As a Basis For Individualizing Instruction					
Q18 ___ Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges					

CONTINUED ▶

Extremely Important (1)	Fairly Important (2)	Neither Important Nor Unimportant (3)	Somewhat Unimportant (4)	Extremely Unimportant (5)

		1	2	3	4	5
Q19	Learning How to Have Impact on the Formulation of Institutional Procedures					
Q20	Providing a Means for Individuals to Share in Group Situations					
Q21	Using Oral Communication Skills in Group Skills					
Q22	Developing Interpersonal Communications Skills					
Q23	Improving Written Communication Skills					
Q24	Preparing and Working From Specific Objectives					
Q25	Planning and Administering Budgets					
Q26	Developing Personnel Evaluation Skills					
Q27	Describing in Behavioral Terms the Performance Outcomes for Instruction					
Q28	Delegating Authority Effectively					
Q29	Recognizing Legal Issues Affecting Community Colleges					
Q30	Applying Problem Solving and Decision-Making Techniques					
Q31	Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)					
Q32	Working With Recruitment and Selection of Personnel					
Q33	Developing Interviewing Skills					

PLEASE INDICATE AT LEAST 5 OF THE ABOVE PROGRAMS THAT YOU WOULD PARTICIPATE IN:

1.

2.

3.

4.

5.

COMMENTS:

PLEASE RETURN TO THE PROFESSIONAL DEVELOPMENT OFFICER IN YOUR DIVISION:

ARTS & SCIENCE.....Dick Yarger - 408E A&S
APPLIED ARTS & SCIENCE..Clarence Richards - 220 VT
BUSINESS.....Beverly Hunt - 138 OC
COLLEGE SERVICES.....Ron Roush - 013 ADM
LEARNING RESOURCES.....Oswell Person - 107 NH
STUDENT PERSONNEL SERV..Janina Latack - 262 PE

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 26 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES